

Global Development Studies 305: Cuban Culture and Society, 2019

QUEEN'S UNIVERSITY SECTION

10 Jan- 21 March (intermittently) Thurs 6:30-9:30

25 April- 2 May (daily M-F) 9:30am-12:30 pm

Instructors:

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Course Locations:

Queen's Classroom: Ellis 226

U of Havana Classroom: Facultad de Filosofía e Historia, Salon Frío (FFH)

Flight Information:

Saturday 4 May Meet at Pearson Airport Terminal 3 West Jet flight 2690 to Varadero depart 10:00am-arrive 1:23 (meet at airport approximately 3 hours before, details TBA)

Saturday 18 May Return Toronto West Jet flight 2613 depart Varadero 2:25 arrive Toronto 5:54 pm

Course objectives:

- ⊙to introduce students to Cuban society and culture
- ⊙to focus especially on events and highlights of the period from the Cuban revolution (1959) to the present
- ⊙to engage with Cuban culture and society on paper and in daily life
- ⊙to critically reflect upon presuppositions about Cuba
- ⊙to learn about Cuban identity

Intended Learning Outcomes

1. Interrogate a variety of texts related to Cuban Culture and Society.
2. Reflect upon presuppositions and biases about Cuba.
3. Analyze cultural, political, economic and social formation about Cuban Identity.
4. Produce a variety of texts that exemplify reflexive analysis and critical inquiry.
5. Participate individually and collectively online, in class and in Havana, demonstrating effective communication, problem-solving and critical thinking skills in a range of different and often challenging circumstances in the Global South.

Required Texts:

Almost all of the weekly readings are posted as PDFs on the Devs 305 onQ site.

Required for essay #1: Karen Dubinsky Cuba Beyond the Beach: Stories of Life in Havana (2016) available at Campus Bookstore. Also available for purchase as an audio book:

<https://itunes.apple.com/ca/audiobook/cuba-beyond-the-beach-stories-of-life-in-havana-unabridged/id1229174970>

Recommended texts: *A limited number of recommended books available at the Campus Bookstore.*

Philip Brenner et al A Contemporary Cuba Reader: The Revolution Under Raúl Castro (Second Edition)

Recommended for the Havana portion: Lonely Planet, Havana (or other guidebook)

Students are expected to attend the on-campus classes having read the daily readings.

Assignments and Grading Scheme

1. Weblog postings 20%: every second week beginning 17 January
2. Participation 30%
3. Short essay: "Anticipating Havana" 15% due 28 February
4. On line quiz. Basic Cuban literacy test 10% Fri 26 Apr-Mon 29 Apr
5. Term paper 25% due Friday 7 June. See description below.

1. WEBLOG: (20%)

You are each required to post weblogs on OnQ, once every two weeks. We divide the class in two groups, surnames A-L post one week, M-Z the next. Weblogs should be short (200-300 word) critical or probative discussions that synthesize the assigned readings and other materials. Guiding questions for each day will be posted and are in the syllabus. Remember, synthesize, don't summarize. These blogs serve a variety of purposes. They: ensure that you take time to carefully read the material assigned and consider it critically; create another space for sharing your thoughts; serve as a type of annotated bibliography to be used as you prepare the essay. But most importantly, they also facilitate discussion because all are able to read the reflections of others.

Submission: We will begin posting weblogs for class Thursday 17 Jan, the second week of classes. **Please post your weblogs by 8 pm the night before class.**

2. JOURNAL and SEMINAR PARTICIPATION: (30%)

While in Cuba, you will maintain a journal in which you reflect upon the lectures, field trips, museums, galleries, films, etc. The journal provides you with a means by which to reflect upon your experiences, the lectures, and the transformations in your consciousness and understanding about Cuban culture and society. The journal will not be submitted for grading but will prove invaluable for the seminars held at Queen's and in Havana. Bring the journal to the seminars.

Seminars are the core of the course. You must attend and participate in each seminar in Kingston and in Havana.

3. Essay #1: SHORT PAPER: ANTICIPATING HAVANA. Due 28 February 2019. 5 pages. Worth: 15%

What kind of place do you imagine Havana to be? Account for your answer based on these readings. All of them. If you want to quote from the readings that's fine. We suggest, however you limit your reliance on quotations to one or two that really illustrate what you are trying to say. This essay is about *your* ideas and questions, after you have read the sources. *All of these readings are available as PDFs on the onQ site, except Cuba Beyond the Beach which is available for purchase at the campus bookstore or online as an audiobook*

Ivan de la Nuez "Cuban Capital: Transition (to What?) in Seven Parts" Leila Guerriero (ed.) Cuba on the Verge: 12 writers on Continuity and Change in Havana and Across the Country PDF OnQ

Karen Dubinsky, Cuba Beyond the Beach: Stories of Life in Havana Between the Lines 2017.

Hope Bastian: Everyday Adjustments in Havana, Economic Reforms, Mobility and Emerging Inequalities. (Lexington 2018) Introduction, Chapters 4 and 5. PDF OnQ

Tony Perrottet "The Man Who Saved Havana" Smithsonian Magazine May 2018. PDF OnQ <https://www.smithsonianmag.com/travel/man-who-saved-havana-180968735/>

4. On line QUIZ Basic Cuban literacy text. (10%). Portal is open from Friday 26 April 8 am to Monday 29 April 5 pm.

This will be a multiple choice quiz that will simply examine your understanding of the readings, films and discussion, to review what you have learned as we prepare to leave for Havana. **Duration: 30 minutes**

5. TERM PAPER DUE Friday 7 June 5 pm. (25%)

For your research paper, you can choose from among the topics and questions we have posed during each of the Queen's sessions. The majority of your sources should be from the daily readings. (As well as films, and discussions in both Kingston and Havana). However, at least three sources should be academic books or articles you find on your own. You can use electronic research material from the Internet but do not rely on non-academic websites to substantiate your arguments. Part of your grade is based on the resources that you use to substantiate your argument. **Maximum 10 pages.**

Late papers will be deducted 5 percent per day. All assignments must be typed and double-spaced. Spelling, grammar and the mechanics of composition will be taken into consideration in the grading of all written work.

BIBLIOGRAPHY: SEE onQ for an extensive bibliography for this assignment.

Grading Scheme:

All components of this course will receive letter grades which, for the purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversation Scale (see below)

Arts & Science Letter grade input scheme

Assignm ent mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Late Policy: Late papers will be deducted 5 percent per day. Under normal circumstances, late weblogs will not be marked as they are intended to inform class discussion.

Statement on Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Accommodations Statement

The Queen's University Equity Office has shared the following statement on their webpage for your use

<http://www.queensu.ca/equity/accessibility/policystatements/accommodation-statement>.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to

participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Considerations for Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances

(<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateand>

[trustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf)) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: <http://www.queensu.ca/artsci/accommodations>

Course Outline: Queen's:

Students are expected to attend the on-campus classes having read the daily readings.

1) Thurs 10 Jan 2019

A History of Revolutions

Discussion Question: Why was there a revolution in 1959?

Phillip Brenner et al "Introduction: History as Prologue: Cuba before 2006" A Contemporary Cuba Reader, p. 1-31 (PDF onQ)

Louis A. Perez, Jr. Cuba Between Reform and Revolution (5th edition), Chapter 10 "The Eclipse of Old Cuba" pp 230-245. (PDF onQ)

Films, in class:

BBC News January 2016 "I Saw Castro's Tanks Roll Into Havana " (4 min)

<https://www.bbc.com/news/av/magazine-35220399/i-saw-castro-s-tanks-roll-into-havana?SThisFB=>

Harry Tanner CBC clip 6 min

"Face the Nation" Interview with Che Guevara, 1964 (20 min, highlights)

https://www.youtube.com/watch?time_continue=4&v=iQT3cIXHoxE

"A Young Fidel Castro Speaks to the CBC" (3 min)

<https://www.cbc.ca/news/world/fidel-castro-archival-footage-1.3871765>

Clips from Victor Pahlen/Errol Flynn *Cuban Story* (1958/1959) (

Clips from Agnes Varda, *Saludos Cubanos* (Cuba/France 1963)

Clips from Chris Marker, *Cuba, Si!* (Cuba/France, 1961)

Recommended viewing:

For a basic outline of Cuban history, we recommend the Netflix 8 part documentary "The Cuba Libre Story" "The Cuba Libre Story" is a multi-country co-production, including ZDFinfo (German), France Télévisions SA (the French public national television broadcaster), LOOKSfilm (Germany), Interscoop (France) and Format TV (Russia) For the first time ever, the Russian state film archives of Krasnogorsk, the Red Army and KGB's film archives, as well as the Cuban State Film Archive ICAIC, all granted the production access to their Cuba footage libraries. All used footage was newly scanned, digitally restored and re-mastered, from the Spanish-American War of 1898, which was the first war in history ever to be filmed, to the recent past, to tell Cuban history from a transnational perspective. Funding came from the European Union. Emmanuel Amara, Kai Christiansen, and Florian Dedio are directors.

2) Thurs 17 January Socialism: Another "Failed Development Project?" The Cuba of Today

Discussion Question: What is going on in today's Cuba?

Carlos Alzugaray Treto "Continuity and Change in Cuba at Fifty: The Revolution at Fifty" (pp 39-49

Jorge Mario Sanchez Egozcue "Challenges of Economic Restructuring in Cuba" (pp 125-137) both in A Contemporary Cuba Reader (PDF, onQ)

Fernando Ravensberg (BBC Cuba correspondent) "Cuba Report Card on the UN's Millennium Goals" *Havana Times*, April 2013 PDF onQ

Andrés Pertierra "Hipster Colonialism and the Ruin of Cuba" *The Nation* July 2016.
<https://www.thenation.com/article/hipster-colonialism-and-the-ruin-of-cuba/> PDF onQ

Richard E. Feinberg and Claudio Padrón Cueto "To Understand Cuba's Emerging Class System, Try the Ice Cream" *Quartz* 29 July 2018 PDF OnQ <https://qz.com/1320584/ice-cream-in-cuba-reveals-the-growing-class-divide-between-rich-and-poor/>

"A New Concept of the Cuban Souvenir" *Havana Time* 18 June 2016
<http://www.havanatimes.org/?p=119451> PDF OnQ

Film, in class: "Conducta" (Ernesto Daranas, 2014) 108 minutes

3) 24 January **Between There and Here: How did we get to La Nueva Cuba?** **Nation building after the revolution: The Literacy Campaign, Agriculture, and Arts and Culture**

Discussion question: Did History Absolve the Revolution?

Cuba Reader: "And Then Fidel Arrived," "How the Poor Got More," "The Agrarian Revolution," "1961: The Year of Education," "The Literacy Campaign" "From Utopianism to Institutionalization" "The Family Code" ALL PDFs onQ

Michael Channon, Cuban Cinema, Chapter 6 "The Coming of Socialism" PDF OnQ

Film: In Class:

Newsreel 49 (2 min)

Por primera vez/For the First Time (Octavio Cortázar, 1967) 9 minutes

Unfinished Spaces (Alysa Nahmias/Benjamin Murray 2011), selections from *Maestra* (C. Murphy, 2012, 40 min)

4) Thurs 31 January **After the Revolution. Things Fall Apart?**

Crises: P.M., Invasion, Missiles, Peter Pan, Mariel, The Special Period

Discussion Question: Cuba's Crises: Self-Made, Externally Imposed, or Both?

Louis A. Pérez, Jr. Chapter 13 "Cuba in the Post-Cold War World pp 303-332 in Cuba between Reform and Revolution (5th ed) PDF nQ

Karen Dubinsky "Cuba's Monumental Children: Operation Peter Pan and the Intimacies of Foreign Policy," in Cathy Krull (ed.) Cuba in a Global Context: International Relations, Internationalism and Transnationalism (Gainesville: University of Florida Press, 2014) PDF onQ.

Tim Padgett "Recalling Elian: How Miami Demoralization Led To Cuba Normalization: WLRN Miami, June 2015 <http://www.wlrn.org/post/recalling-eli-n-how-miami-demoralization-led-cuba-normalization> PDF onQ

Arturo Lopez-Levy "The Real Lesson of the Cuban Missile Crisis" FPIF October 2014 PDF onQ

In class films:

Video de Familia Humberto Padron 2001 47 min

Período Especial 1993 23 Min <http://cubamaterial.com/blog/periodo-especial-video/>

Tim Padgett "First Exclusive Interview with Elian since Childhood" WLRN News 23 June 2015 (3 min) <http://www.wlrn.org/post/recalling-eli-n-how-miami-demoralization-led-cuba-normalization>

5) Thurs 7 February Cuba represents itself? From Revolutionary Cinema to International Markets. Discussion Question: What is the relationship between film-making and nation making?

Julio Garcia Espinosa, "For an Imperfect Cinema," OnQ/PDF.

Ann Marie Stock "Zooming In: Making and Marketing Films in Twenty-First-Century" in A Contemporary Cuba Reader pp 351-358 PDF onQ

"Cuban Filmmakers Stand By as Hollywood Rolls into Havana" Financial Times, 27 September 2016 <https://www.ft.com/content/6f36f500-474e-11e6-8d68-72e9211e86ab> PDF OnQ

Susan Lord and Zaira Zarza "Intimate Spaces and Migrant Imaginaries" pages 199-206 are required (onQ)

Leonardo Padura Fuentes "Living and Creating in Cuba: Risks and Challenges" in A Contemporary Cuba Reader PDF onQ p 317-322

In class film:

Lisanka (Daniel Díaz Torres, 2010, 110 min)

14 Feb No Class

21 Feb No Class Reading Week

"Anticipating Havana" Essay due 28 February.

6) 28 Feb Solidarity. Why was Cuba so important in the 1960s? Why, and to whom, it is important today?

John Kirk "Cuban Medical Internationalism Under Raúl Castro" pp. 251-260
Michael J. Bustamante and Julia E. Sweig "Cuban Public Diplomacy" pp. 261-270 both in Contemporary Cuba Reader PDF onQ

Asa McKercher, "Lifting the Sugarcane Curtain: Security, Solidarity and Cuba's Pavilion at Expo 1967" in Luis René Fernández Tabío et al (eds) Other Diplomacies, Other Ties: Canada and Cuba in the Shadow of the US. (2019) pp. 85-115

Nelson Mandela "How Cuba Destroyed the Myth of the Invincibility of the White Oppressor" Democracy Now 11 December 2013.

https://www.democracynow.org/2013/12/11/nelson_mandela_on_how_cuba_destroyed
PDF onQ

Film: (in class)

Salud (Health) Connie Field (director) 2006 93 Minutes. Clips.

Clips from *African Odyssey*

Now, Santiago Alvarez

Negros with Guns: Rob Williams and Black Power. Directed by Sandra Dickson and Churchill Roberts, 2005, 53mins. Clips <http://www.pbs.org/independentlens/negroeswithguns/>

7) 7 March Maria del Carmen Zabala Arguelles

NO WEBLOGS THIS WEEK

Maria del Carmen Zabala Arguelles "Poverty and Vulnerability in Cuba Today" pp. 191-202 in *A Contemporary Cuba Reader*

Canción de Barrio (Neighbourhood Song) Alejandro Ramírez Anderson 2014 80 min (clips)

8) 14 March "Resolver" – Technological Disobedience and Cuba's culture of Invention

Guest speaker Xenia Reloba de la Cruz, Queen's University

WEBLOGS RESUME

Question: Why is the verb "resolver" (to resolve, to fix, to figure it out) such an important part of the Cuban vocabulary? Is this more than a romanticized response the US blockade and Global South poverty?

Cuba's Madres y Padres of Invention *Craftsmanship* September, 2016

<http://craftsmanship.net/going-deep-cubas-madres-y-padres-invention/> PDF onQ

Vijay Prashad "A Tale of Two Islands" *Frontline* 26 October 2018 <https://www.frontline.in/world-affairs/a-tale-of-two-islands/article9892265.ece?homepage=true> PDF onQ

Antonio Garcia Martinez, "Inside Cuba's DIY Internet Revolution" *Wired* 26 July 2017

<https://www.wired.com/2017/07/inside-cubas-diy-internet-revolution/> PDF OnQ

Zaira Zarza, "Connections and contestations: Film and media as emerging creative industries in today's Havana" *Studies in Spanish & Latin American Cinemas* Volume 14 Number 2 / PDF OnQ. Pages: 215-217; 221-232.

Films: In Class:

"Cuba's DIY Inventions" 8 min <https://www.youtube.com/watch?v=v-XS4aueDUg&feature=share>

"This is Cuba's Netflix, Hulu and Spotify, All Without the Internet" (7 min)

<https://www.youtube.com/watch?v=fITno8D-b2E>

"Rethinking Cuban Civil Society" (Isabel Alfonso, 30 min)

21 March NO CLASS

28 March NO CLASS

Exam break

SECTION TWO: Pre-departure sessions: 9:30 am-12:30 pm

9) Thursday 25 April Sexuality and Gender

Discussion Question:

“Cuban women want a man that doesn’t exist yet. Cuban men want a woman who no longer exists.” (Popular Cuban saying). Has progress towards gender equality been made in Cuba? How do we measure this?

“Gender Equality in Cuba and the Role of Women Building Cuba’s Future” Centre for Democracy in the Americas, 2013. Pages 3-69 PDF onQ

Silje Lundgren “‘Mami, you’re so hot!’ Negotiating hierarchies of masculinity through *piropos* in contemporary Havana” in Laura Alvarez Lopez et al (eds.) Stockholm Review of Latin American Studies pp. 5-20. ONQ

Devyn Spence Benson “Representations of Black Women in Cuba” *Black Perspectives* 4 May 2017 <https://www.aaihs.org/representations-of-black-women-in-cuba/> PDF onQ

Maria Isabel Alfonso, “As Cuba Backs Gay Marriage, Churches Oppose the Government’s Plan” *The Conversation* 17 September 2018 <https://theconversation.com/as-cuba-backs-gay-marriage-churches-oppose-the-governments-plan-103198> PDF onQ

Film: in class *Fresa y Chocolate* (Strawberry and Chocolate), directed by Tomás Gutiérrez Alea, 1994, 108mins.

10 Friday 26 April Afro-Cuban Culture and Politics

Discussion Question: Racism is Illegal. So what?

Esteban Morales Domínguez, “Notes on the Race Question in Cuba Today” pp. 389-393 Contemporary Cuba Reader PDF onQ

Katrin Hansing “Racial Inequality in the New Cuba” Cuba Counterpoints October 2015 PDF OnQ

Roberto Zurbarano “For Blacks in Cuba the Revolution Hasn’t Begun” New York Times 13 April 2013 PDF OnQ

Elio Delgado León “Cuba Has No Racial Discrimination” Havana Times April 2013 PDF OnQ

Devyn Spence Benson “Fears of Black Political Activism in Cuba and Beyond” Black Perspectives 12 June 2017 https://www.aaihs.org/fears-of-black-political-activism-in-cuba-and-beyond-1912-2017/?utm_content=buffer78fe5&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer PDF OnQ

Film: In Class:

Clips from Gloria Rolando on 1912

Raza / Race, dir. Eric Pelle Corvalan, 2008, 35mins

11) Monday April 29

Lecture: Contemporary Cuban Music

Discussion Question: Does contemporary Cuban culture (i.e. music, film or art) subvert, expand and/or confirm the process of revolution begun in 1959?

Readings:

Geoffrey Baker Buena Vista in The Club: Rap, Reggaetón and Revolution in Havana Chapter section “Cuban Rap, the Nueva Trova of the 1990s” PDF onQ

Freddy Monasterio “The New Creative Economy of Music” Cuban Counterpoints December 1 2016. PDF OnQ

Karen Dubinsky, Cuba Beyond the Beach Stories of Life in Havana Chapter 2 “Those Who Dream with their Ears - The Sound of Havana”

Films and Videos:

Ned Sublette, “An Inside Look at Cuba’s Music Scene”

<https://www.billboard.com/articles/columns/latin/6619985/cuba-music-investigation-jazz-reggaeton-alexander-abreu-samuel-fornell-video-exclusive>

More videos TBA

12) Tuesday April 30 Tourism: Sustainable Development Strategy, or The Devil’s Candy?

Discussion Question: What are the benefits and what are the problems with tourism, especially in the realm of culture, gender and the economy?

Film: in class *La Película de Anna* (Anna’s Film) 1 hr 40 min

Marguerite Rose Jiménez “The Political Economy of Leisure” pp. 173-182 in Contemporary Cuba Reader PDF onQ

Louis Perez “Visit Cuba Before it Changes” *NACLA* <https://nacla.org/news/2016/08/17/visit-cuba-it-changes> 17 August 2016 PDF OnQ

Lara Week, “I am not a tourist: Aims and implications of “traveling”” Tourist Studies 12(2) 2012. ONQ

Abel Sierra Madero, “Bodies for Sale: Pinguierismo and Negotiated Masculinity in Contemporary Cuba” Journal of the Association of Social Anthropologists Sept 2015 PDF OnQ

13) Wednesday 1 May Food and Daily Life in Havana Today

Discussion Question: What does La Nueva Cuba (The New Cuba) offer the ‘average Cuban’ today?

Guest Speakers: Dr. Susan Belyea (Queen’s School of Kinesiology and Health Studies) “Daily life in Havana’s markets and kitchens.”

Susan Belyea "The Everyday Insecurity of Food" Cuban Counterpoints September, 2016
<http://cubacounterpoints.com/archives/3623> ONQ

more TBA from Susan Belyea

Film (in class) The Singular Story of Unlucky Juan (52 min) (streaming from Queen's)

14) Thurs 2 May LAST CLASS, preparations for Havana

No Weblogs This Week

READ: How to and how not to write about Havana:

Rebecca Broadenheimer "How to Avoid Misrepresenting Havana: Lessons for Travel Writers,"
Curiosity Magazine _ 1 August 2018.

<https://www.curiositymag.com/2018/08/01/misrepresenting-cuba-travel-writing/> PDF OnQ

Brandon Webb "A Navy SEAL's Guide to Cuba" Men's Journal April 2017

<https://www.mensjournal.com/travel/a-navy-seals-guide-to-cuba-w476646>

Devs 305 Handbook TBA

In class film:

"Does the Diplomatic Thaw mean the End of Old Havana?" Al Jazeera News, 18 July 2015 (24 min)
<https://www.aljazeera.com/programmes/talktojazeera/inthefield/2015/07/havana-survive-city-150718092905524.html>

"Wrinkles of the City: Havana Cuba" JR and Jose Parla <https://vimeo.com/55355281> 28 minutes.